**8 Summit Location- where next in Canada?**

*Other content that could be used with the framework of this lesson:*

*- Olympics or other major sporting event*

*- Ideal vacation spots*

*- Location for an outdoor reality TV show*

**Portal: *Geographical Importance/Patterns and Trends***

**Critical Challenge**

**Critical Tasks**

Examine the list of past G8 Summit locations to determine what factors are important in determining which sites have been selected in the past. Speculate on the list of criteria the Summit planners may have used to select the locations.

Craft a proposal for the G8 promoting a potential location for the next time Canada hosts the summit.

Overview

In this challenge, students will focus on the logistics of planning an enormously expensive and internationally important political meeting. Students will be asked to collect information about each of the previous G8 Summits and to share their findings with the class. Armed with this information, the students will be asked to uncover commonalities between the locations to determine why the sites were selected. Once the class arrives at a common set of criteria, students will be responsible for selecting the site for the next G8 Summit in Canada, sharing the findings in an official proposal.

**Objectives**

**Broad Understanding**

Students will understand the complexities involved in planning this significant event and the vital role that geography plays in making an appropriate location decision.

**Requisite tools**

*Background knowledge*

* knowledge of basic Canadian geography
* knowledge of the G8, its purpose and its critics
* knowledge of how to create a persuasive presentation

Criteria for judgment

* criteria for what makes an ideal setting for a G8 Summit (e.g. appropriate accommodation, good transportation links, acceptable security conditions)
* criteria for what makes a persuasive proposal (e.g. highlights the most relevant information, appeals to the particular concerns and interests of the audience, uses high impact visuals and statistics to support its claims

*Critical thinking vocabulary*

* **Criteria**: a set of standards, rules or tests by which something can be measured or judged.

**Thinking strategies**

* Think Pair Share
* Concept Web

**Habits of Mind**

* **Persistence/Perseverance:** Persists in thinking through problems in a thorough and careful manner
* **Consultative**: Is inclined to seek several sources of information, solicit expert opinion and confer with others.

***Suggested Activities***

**Pre-planning**

Having access to library and/or a computer lab will help the research portion of this challenge run more smoothly than relying on students to find appropriate details at home on their own.

**Session One**

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| **In this section, students will:** | **Instructions to the teacher** |
| *Activate prior*  *knowledge* | Present students with the following scenario: *You have been put in charge of selecting a site for this year’s prom (or Grade 8 graduation, or other familiar school event).*  Invite students to individually brainstorm locations in the community where the event has been held in the past and might be held.  Ask students to work in partners to discuss the advantages and disadvantages of each location using the T-Chart on BLM #1: Advantages and disadvantages of a location. Invite students to consider what criteria they seem to be using to assess locations and to articulate that criteria at the bottom of their chart.  Have each pair partner with another pair to form a group of 4. Ask each group to share their ideas regarding criteria for an appropriate location for the event and to choose their three most important criteria. Have the students prepare a brief, but persuasive, oral presentation for the class that promotes their ideas.  As the groups present, consider recording the criteria on the board or on laptop and projector. When all groups have presented lead the class in a discussion to come to consensus on the four most important criteria for selecting a prom location.  At this stage you also wish to have the class decide which group was the most persuasive in presenting their ideas as the final product for this challenge is creating a persuasive presentation. Point out that the ideal situation involves a persuasive presentation that is also supported by strong, factual arguments. |
| *Be introduced to the critical challenge* | Suggest that all decisions regarding locations of an event require a similar list of criteria to guide decision makers. Invite students to suggest synonyms for criteria. They may suggest words such as:  - factors  **Critical Thinking Vocabulary**  - things to consider  - important reasons for making a decision  You may wish to provide them with a formal definition of **criteria**: “a set of standards, rules or tests by which something can be measured or judged”.  Share the critical challenge with students: *Your challenge will be to examine the list of past G8 Summit locations to determine what factors are important in determining which sites have been selected in the past. Speculate on the list of criteria the Summit planners may have used to select the locations.**Then, using that criteria, craft a proposal for the G8 promoting a potential location for the next time Canada hosts the summit.* |
| *Examine the list of past summit locations* | Distribute a list of the thirty-six G8 Summit locations that identifies only the year, the country and the host city (BLM #2: List of Summit Locations).  Invite students to individually peruse the list of host locations to see what information they can glean from this very limited data set. Invite them to share their observations with a partners and then with the class as a whole.  Draw out student observations and inferences (e.g. there is a pattern in host countries; many of the locations are well-known while many others are not; host sites became smaller and more remote after 2001). |
| *Be introduced to the concept of patterns and trends* | Suggest to students that identifying and speculating about patterns and trends is one of the key things that geographers do. Indicate that they started to think about patterns and trends when examining the list of past summit locations and looking for similarities, differences, changes over time or repeating characteristics of locations.  Invite students to consider what additional information might help them identify patterns and trends with regards to the choice of location for this annual event and where they might find that information. Provide students with BLM #3: Preparing for Inquiry to capture their ideas.  As they deliberate, suggest that it may be important for their success for them to be **consultative**, that is, to seek several sources of information, solicit expert opinion and confer with others. The information they are interested in may not be neatly packaged in one place and their work will be like that of a detective, seeking clues and making inferences in order to solve this puzzle.  **Habit of Mind** |
| *Prepare for critical inquiry* | Explain to students that they will be inquiring into the characteristics of these locations with the purpose of uncovering the criteria used by host countries to determine summit locations. Explain that they will be gathering data and information on multiple locations, identifying patterns, trends and anomalies and drawing conclusions about criteria used.  Note: Depending on the age, level of familiarity and needs of the students, it may be important to provide some background knowledge on the nature, purpose and general format of the summits. Some information can be found at:  - <http://www.g8.utoronto.ca/>  - <http://g8.gc.ca/about/>  - <http://www.cbc.ca/canada/story/2010/05/26/f-g8-huntsville-g20-toronto.html>  To prepare for the process of critical inquiry, invite students to brainstorm a list of things that may concern summit planners. You may wish to use the web provided on BLM #4: Hosting the G8 – Pressing concerns to capture their thoughts.  From this brainstorming session and from the list of questions developed on BLM #3, work with the class to develop a list of research categories and some potential guiding questions for each category. These might include:  - Physical geography  - Population statistics (density, demographics)  - Hotels and other forms of accommodation  - Meeting spaces  - Patterns of land use (industrial, agricultural, residential)  - Transportation networks  - other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assign each student a location that has hosted the G8 Summit in the past. Ask each student to research the location to gather data that may be relevant to the site being chosen as a host. They may find they need to add to their list of research categories as they find additional information that they feel is relevant.  You may wish to provide them with copies of *BLM #5: Recording my research* to gather and organize their research.  ***Opportunity for differentiation:*** *the teacher may assign host locations based on the ease with which the students will find information (London vs. Rambouillet, for example). The teacher may also want to assign locations based on student interest or connection to a site (cultural connection, been there on vacation).*  *In terms of what information should be collected, the teacher may choose mandatory categories of information, may assign a few specific categories and others the students choose, or they can have the class determine what information needs to be collected in order to make more detailed evaluation of the sites. Time is a significant factor in making this decision. If time is tight the teacher may prescribe most or all of the data that needs to be collected.* |

**Session two**

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| **In this section, students will:** | **Instructions to the teacher** |
| *Looking for patterns in the data.* | When all students have completed their research, invite students to record the main features of their location on chart paper and post it around the walls of the room in chronological order of the summits.  **Assessment for learning**  *Assess the quality of the research completed on the past G8 Summit hosts before it is shared on chart paper.*  Invite students to conduct a gallery walk to examine the data pertaining to a particular This may be facilitated by having each student begin at their own chart paper and then providing them a signal to rotate so that the movement proceeds in an organized fashion. Alternatively, if your class is using a class website, Moodle or other electronic meeting space, you may wish to have students post their work, in chronological order, to that site and have students look for patterns and trends online.  Indicate to students that as they rotate, their task is to look for patterns and trends in the data. Encourage to record their observations and inferences as they rotate on the chart provided on BLM #6: Looking for patterns.  Once they have completed their rotation, invite them to pair up with another student to compare their emerging ideas. Invite that pair to partner with another pair and compare again. |
| *Determining Criteria Used by Host Countries* | Invite each group of four that has shared their ideas to suggest a list of 5-6 criteria that seemed to be underlying the selection of summit locations.  Suggest that it is likely that different criteria may apply for different time periods during the last thirty-six years. Invite students to consider what might have changed over this time period that may have contributed to changes in patterns or new trends that emerged over time. |
| *Report their findings* | Invite each group to report their findings to the class: What patterns and trends emerged from their examination of the data? What does that suggest to them about the criteria that was used to determine summit locations during their time period? |
| *Consider other stakeholer interests* | Invite students to consider whether certain stakeholders might disagree with the criteria used by summit planners to select a host location.  Consider introducing students to some of the critical voices that oppose the G8 Summits. This will help provide a balance to the lesson but also, hopefully, introduce the idea that security issues are vital in selecting host sites. |

**Session three**

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| **In this section, students will:** | **Instructions to the teacher** |
| *Compare their criteria with that of the Canadian Government* | After having arrived at a list of criteria for selecting past G8 Summit sites, share the criteria the Department of Foreign Affairs and International Trade used to deem Huntsville, ON an “excellent site for the event”.  Huntsville was chosen based   * **on the need for appropriate accommodation and meeting facilities** * **on good transportation links, including proximity to major airports** * **on acceptable security conditions** * **on costs** * **on the prospect of minimal disruption for local residents and businesses**   **Invite students to compare their criteria with the criteria used by the Canadian government in selecting Huntsville, to see similarities or differences. Ask them to consider what some reasons might be for similarities and differences between the criteria they uncovered and that used by the Canadian Government in relation to the 2010 G8 Summit in Huntsville.**  **Time permitting, the students could use the Huntsville criteria to look at past host locations to see how they match the Canadian government’s rationale.** |
| *Transition to independent practice* | Invite students to summarize in their own minds, the steps they would use next time when looking for patterns and trends regarding a series of decisions about location.  Ask them to share their ideas with a partner.  Considering capturing their ideas as a series of steps and posting these steps on the wall for future reference. For example, a summary of their thinking strategies might include:  - Examine a limited data set to make some initial observations  - Make note of questions that emerge from your initial observations  - Use these observations and questions to help determine categories to guide further inquiry  - Research information that might help provide insight into your original questions and more  - Lay out your research in an organized fashion and continue look for similarities, differences, anomolies and shifts in direction  - Consult with others about the patterns and trends you see emerging |
| *Nurturing self-regulated thinking* | Consider gradually releasing responsibility to students for selecting the thinking strategies that would be most helpful when they infer geographic importance as the course progresses.  Initially, you might require or encourage students to use various thinking strategies they have been introduced to here.  As time progresses and students become more adept at using these thinking strategies, consider moving them toward self-regulated thinking by encouraging them to select which thinking strategies might be most useful when faced with similar challenges. |

**Session four: Opportunities for Extension**

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| **In this section, students will:** | **Instructions to the teacher** |
| *Be introduced to the second part of the challenge* | Invite students to imagine that they are charged with selecting the best location within Canada to be a future host location for the G8 Summit when it returns to Canada.  Direct students to use the criteria established by the Canadian government to determine what other places in Canada could serve future host location for the G8 Summit.  Alternatively, students can use a combination of personal and Canadian government criteria to select a site.  Consider assigning a number of potential locations that suit the needs of your course. Some options might be:  - several location options in each province or territory  - all options in one particular region of the country that may be related to what students are currently studying  - all options in your immediate area to facilitate students learning about the local area |
| *Inquire into each potential location to reach a decision* | Invite students to find or use material on the assigned locations to gather relevant information and assess the location(s) according to the criteria the class is using.  You may wish to provide BLM #7: Assessing each location to help them guide their reasoning. |
| *Prepare the product* | Once the students have arrived at a conclusion they will have to create a persuasive presentation for the Minister of Foreign Affairs and International Trade pitching their choice as the next G8 host location to be held in Canada.  In the presentation the students will clearly outline the parameters of their criteria and will explain how their choice best fits the criteria.  ***Opportunity for differentiation:*** *the teacher can give the students a number of choices with regard to the medium they choose to persuade the Minister. Choice include written report, short promotional video, PowerPoint or Prezi presentation.*  **Assessment of learning**  *Assess the quality and specificity of the evidence used to support the choice of location as well as the clarity and professionalism of communication medium and the persuasiveness of the presentation.* |

**Resources**

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| **Name of Resource** | **URL** |
| G8 Integrated Security Unit (Huntsville, ON) | http://www.g8-g20isu.ca/g8/secur-eng.htm |
| Muskoka 2010 Canada | http://g8.gc.ca/home/ |
| G8 Hunstville 2010 | <http://www.huntsvilleg8summit.com/> |
| Summit security planners prepare for the worst (The Star June 4, 2010 | <http://www.thestar.com/news/gta/torontog20summit/article/819262--summit-security-planners-prepare-for-the-worst> |
| CBC News In-Depth G8 | http://www.cbc.ca/news/background/g8/ |
| G8 Information Centre -Munk School of Global Affairs | <http://www.g8.utoronto.ca/> |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blackline Master #1

**Advantages and Disadvantages of a Location**

Possible locations for the following event: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Potential Location** | **Advantages** | **Disadvantages** |
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| **Emerging Criteria**  Based on your discussion of advantages and disadvantages of each location, what criteria seem to be most important.  An appropriate location for our event is one that…  1.  2.  3.  4. | | |

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blackline Master #2

**List of G8 Summit Locations**

Nice, France, June 2011

Muskoka Summit, Huntsville, Ontario, Canada, June 25-26, 2010

L'Aquila (formerly La Maddalena), Italy, July 8-10, 2009

Hokkaido Toyako, Japan, July 7-9, 2008

Heiligendamm, Germany, June 6-8, 2007

St. Petersburg, Russia, July 15-17, 2006

Gleneagles, Scotland, United Kingdom, July 6-8, 2005

Sea Island, Georgia, United States, June 8-10, 2004

Evian-les-Bains, France, June 1-3, 2003

Kananaskis, Alberta, Canada, June 26-27, 2002

Genoa, Italy, July 20-22, 2001

Okinawa, Japan, July 21-23, 2000

Köln, Germany, June 18-20, 1999

Birmingham G8 Summit, United Kingdom, May 15-17, 1998

Denver Summit of the Eight, U.S., June 20-22 1997

Lyon, France: June 27-29, 1996

Nuclear Safety and Security Summit. Moscow, Russia (G7 with Russia): 19-20 April 1996

Halifax, Canada: 15-17 June 1995

Naples, Italy: 8-10 July 1994

Tokyo, Japan ("Tokyo III"): 7-9 July 1993

Munich, Germany: 6-8 July 1992

London, UK ("London III"): 15-17 July 1991

Houston, Texas, USA: 9-11 July 1990

Paris, France ("Summit of the Arch"): 14-16 July 1989

Toronto, Canada: 19-21 June 1988

Venice, Italy ("Venice II"): 8-10 June 1987

Tokyo, Japan ("Tokyo II"): 4-6 May 1986

Bonn, West Germany ("Bonn II"): 2-4 May 1985

London, UK ("London II"): 7-9 June 1984

Williamsburg, Virginia, USA: 28-30 May 1983

Versailles, France: 4-6 June 1982

Ottawa, Canada (Montebello): 20-21 July 1981

Venice, Italy ("Venice I"): 22-23 June 1980

Tokyo, Japan ("Tokyo I"): 28-29 June 1979

Bonn, West Germany ("Bonn I"): 16-17 July 1978

London, UK ("London I"): 7-8 May 1977

San Juan, Puerto Rico, USA: 27-28 June 1976

Rambouillet, France: 15-17 November 1975

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blackline Master #3

**Preparing for Inquiry**

Our task: Look for patterns and trends in the choices of G8 summit locations to help

us determine the criteria used in the selection of locations.

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| Our initial observations about the list of locations | Specific questions that we have | Where we might find the answers | This information might help us decide if… |
| e.g. Some locations were in famous cities; others were in less well-known places. | e.g.  - Was each location in an urban, suburban or rural area?  - What was the population of each location?  - When did the shift happen from big cities to smaller towns? | e.g.  - Atlas of the world – statistics and thematic maps  - C.I.A. fact file  - municipal websites | e.g.  - If there was a turning point (we think Sept 11, 2001 might be significant) in terms of location choice  - If there is a pattern in terms of the isolation of the summit location |
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**Hosting the G8 – Most Pressing Concerns**

If you were in charge of hosting the G8, what might be your most pressing concerns? You will use this activity to speculate about the concerns of host countries and to guide your inquiry into the characteristics of past summit locations.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blackline Master #5

**Recording our Research**

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year of the Summit: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Important Reminder:** The relevant information will come from the year of (or immediately preceding) the summit that was held there. Circumstances may have changed since then so in order to find clues as to why the summit was held there, we will have to examine the characteristics of the location at the time of the summit rather than present-day characteristics.

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| **Research Category (subtopic)** | **Relevant Information**  - point form notes  - appropriately paraphrased | **Source of Information** | **Additional questions I have now** |
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Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blackline Master #6

**Looking for Patterns**

As you examine the characteristics of each location, record your observations, thoughts, questions and inferences.

I examined summit locations from the year \_\_\_\_\_\_\_\_ to the year \_\_\_\_\_\_\_\_\_\_\_\_\_

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| I notice that… | This makes me think that…  I wonder whether…. | I’m beginning to see the following pattern…. |
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After you have looked at a number of different locations, identify the patterns and trends that you have noticed and would like to check with others:

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Blackline Master #7

**Hosting the G8: Assessing each location**

Assess each location according to the agreed upon criteria.

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| **Location** | **Criterion #1: The location should be…** | **Criterion #2: The location should be…** | **Criterion #3: The location should be…** | **Criterion #4: The location should be…** |
| **Location #1** | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: |
| **Location #2** | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: |
| **Location #3** | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: |
| **Location #4** | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: | +2 +1 -1 -2  Details: |

**Conclusion:**

The ideal location for hosting the summit the next time it is to be held in Canada is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Explanation:**